

End of the Academic Year 2012-2013 – End of This Cycle

Results & Improvement Plan for Next Year

The template has 9 pages. Please return this completed form with the dean signatures or their E-mail approval(s) copied & pasted in at the end. by **May 10, 2013** to Jessica King in the Valencia Institutional Assessment (VIA) Office (jking84@valenciacollege.edu) Please see the VIA website for this form, your plans, and related materials: www.valenciacollege.edu/via --> left tab LOA)

If you are working on several programs please submit a template for each one; each labeled for the specific program.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area				
Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Note from Planning Team Fall 2011: Please note, with respect to the designation of Planning Team Leaders: The Planning Team came to a consensus that Planning Team Leaders should include representation from each of the three major campuses (East, Osceola, and West). Those selected, or volunteering, for the role of Planning Team Leader are to be a non-tenure track full time faculty members (tenured or four-month). It was the determination of the Planning Team that tenure-track faculty should be encouraged to concentrate on the completion of their ILP.				
Wendy Toscano	East	wtoscano@valenciacollege.edu	2529	3-25
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
The Planning Team came to the consensus that all tenured, tenure-track, and full-time four-month faculty are considered members of the planning team. As the work being conducted for these Assessment Plans impacts all tenured and tenure-track faculty, they all should play an active role in the work being conducted.				
Carin Gordon	East	Cgordon15@valenciacollege.edu	2556	3-25
Cathy Mestre	East	cmestre@valenciacollege.edu	2514	3-25

¹ Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

² Planning Team membership, whenever possible, should reflect the *Principles for selection of members for assessment plan work teams*. For faculty teams the principles include: College-wide representation where possible; Full-time faculty from the respective program / discipline (tenured, tenure track, and non-tenure earning 4 / 8 / 10 month faculty); Adjunct faculty when an adequate number of full-time faculty do not teach in the program / discipline; Faculty from both disciplines or programs when an outcome is assessed in two programs or a program other than the primary discipline. For plans developed in Student Affairs planning teams should include the following: College-wide representation where possible; Staff from the targeted program area; Part-time Student Affairs professionals when an adequate number of full-time staff do not work in the targeted program area; Faculty / staff from other program / discipline areas working on the same or similar outcomes; Students representation when possible.

Six Items Documenting Results

Please fill in the blue shaded areas with brief sentences. A second page is provided for longer comments.

Documenting the Assessment Process

1. In a sentence or two, what did you do and who was responsible for coordinating the collection of student artifacts / data?
Wendy Toscano and Carin Gordon collected the student portfolios in the Legal Research III/Capstone classes.
2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed?
The student portfolios were collected at the end of every semester from the students that volunteered to have them copied. There are typically 4-6 student volunteers per course.

Improvement Plan and Use of the Assessment Results – Next Year’s Cycle

3. What were your results? (Please e-mail the data and copies of instruments when you submit this form if possible, for example rubric scores in an Excel sheet.) How did this compare with any predictions that you made in the Fall?
Please see the attached Assessment Checklist that the Advisory sub-committee filled out on April 10, 2013. Also attached is the Outcomes Assessment.
4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity over the next year? (Please use the following page if you need more space for your response.)
Please see the attached Outcomes Assessment.
5. What changes, if any, will be made to the common course outlines, the catalog, etc.
None.

Next Steps – Planning for Next Year’s Cycle— Academic Year 2013-2014 (see below for detailed planning)

6. What are your next steps – acting on the results? (These steps will guide others in the next cycle... moving the process forward.) If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.
We may add an assessment to next year’s cycle wherein we create a focus group made up of recent program graduates that are currently working as paralegals in the central Florida legal community.
Please include the name of the person completing this page and your program:
Wendy Toscano/Paralegal Studies

See next page...

Additional Space for Comments Reporting on Prior Year (if needed)

3) *If you have additional comments for the following question, please share them here:* What were your results?

4) *If you have additional comments for the following question, please share them here:* What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student over the next year?

6) *If you have additional comments for the following question, please share them here:* What are your next steps – acting on the results? If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.

See next page....

Planning for AY 2013-2014 Learning Outcomes and Performance Indicators

Complete only the sections that apply to your work.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Paralegal Studies	
Targeted Program Learning Outcome(s) (How many will you be assessing this coming year?): We will be assessing all program outcomes.	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: PLA 2192 – Legal Research and Theory III/Capstone
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: We will address all program outcomes.
Performance Indicators for the Program Learning Outcome(s) selected: Student Portfolios	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: Student Portfolios
External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this):	
Common Assessment (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected): student portfolios	
Description of the Proposed Common Assessment (Common assessments should be designed to ensure a balance between (1) the need for a consistency within the program in order to ensure comparable student artifacts and (2) the need for reasonable flexibility in order to encourage faculty judgment in the design and delivery of learning activities): The portfolio requirements can be modified to meet the current needs of the legal community.	
Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): Student portfolios.	

Implementation Process

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?
The students are informed that their portfolios may be reviewed by other paralegal faculty as well as members of the advisory committee as well as the American Bar Association representatives.

How will student artifacts or data associated with student performance be collected?
We ask for volunteers in the Capstone class.

If student artifacts are to be collected based on a random sample of students registered for the course or participating in the program / activity, what characteristics should the sample include?
See above.

How will information about faculty / staff participation in the assessment project be communicated?
The program chair communicates with the Dean, full-time faculty and the advisory committee.

Who will be responsible for coordinating the collection of student artifacts?
The Program Chair.

At what point in the academic year / semester will the student artifacts be collected?
At the end of each semester.

Program Level Assessment / Evaluation of Student Artifacts and Analysis of Results

When will student artifacts be assessed / evaluated?

Once a year. This will take place at the Spring 2014 Advisory Committee meeting.

Which faculty or staff from the program/discipline will evaluate student artifacts?

A sub-committee will be formed which is made up of volunteers from the Advisory Committee.

What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?

Kurt Ewing provided training the first time the sub-committee performed the assessment. Now the program chair provides them with the necessary training.

When will the results / data associated with the assessment plan be analyzed?

The program chair provides the data to the full-time faculty and the Dean. The information is provided to the Advisory Committee at their next meeting.

What are your predictions regarding student performance? (What do you expect to see when you analyze your results?)

That they are achieving the program outcomes.

What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?

None.

What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?

None. The faculty and advisory committee are familiar with the current state of the paralegal profession.

In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., faculty from related discipline areas in General Education)? None.
How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)? The program chair provides the data to the full-time faculty and the Dean. The information is provided to the Advisory Committee at their next meeting.

Approval Process

Activities Associated with the Approval of Assessment Plans	Completion Date	Person Responsible	Results
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline (including Deans / Directors responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan)	Advisory Committee meeting – Spring 2014		
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	N/A		
Draft assessment plan is revised to reflect input	Shortly following the Spring 2014 Advisory Committee meeting		

Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)	Immediately.		
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Dean / Director Support

The Dean(s) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan. Please copy and paste in E-mail approval (as applies) at the end of the document and then send the form complete to us or obtain, scan, and send handwritten signatures and then send.

Dean / Director East / Winter Park Campus	Signature
Dean / Director Osceola / Lake Nona Campus	Signature
Dean / Director West Campus	Signature

